


Building Bridges: Developing the Co-Teaching Program at Aspen Elementary

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Co-Teaching is Building Bridges ● ● ●

Co-Teaching

“Co-Teaching is two or more people sharing responsibility for teaching all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, differentiating instruction, and monitoring progress for a classroom of students.”

(Nevin, Thousand, & Villa, 2013).



What is co-teaching?



Definition

- Collaborative Team Teaching
- General Education and Special Education Teacher
- Plan lessons and teach together to support all students
- Working together in the general education classroom

Rationale

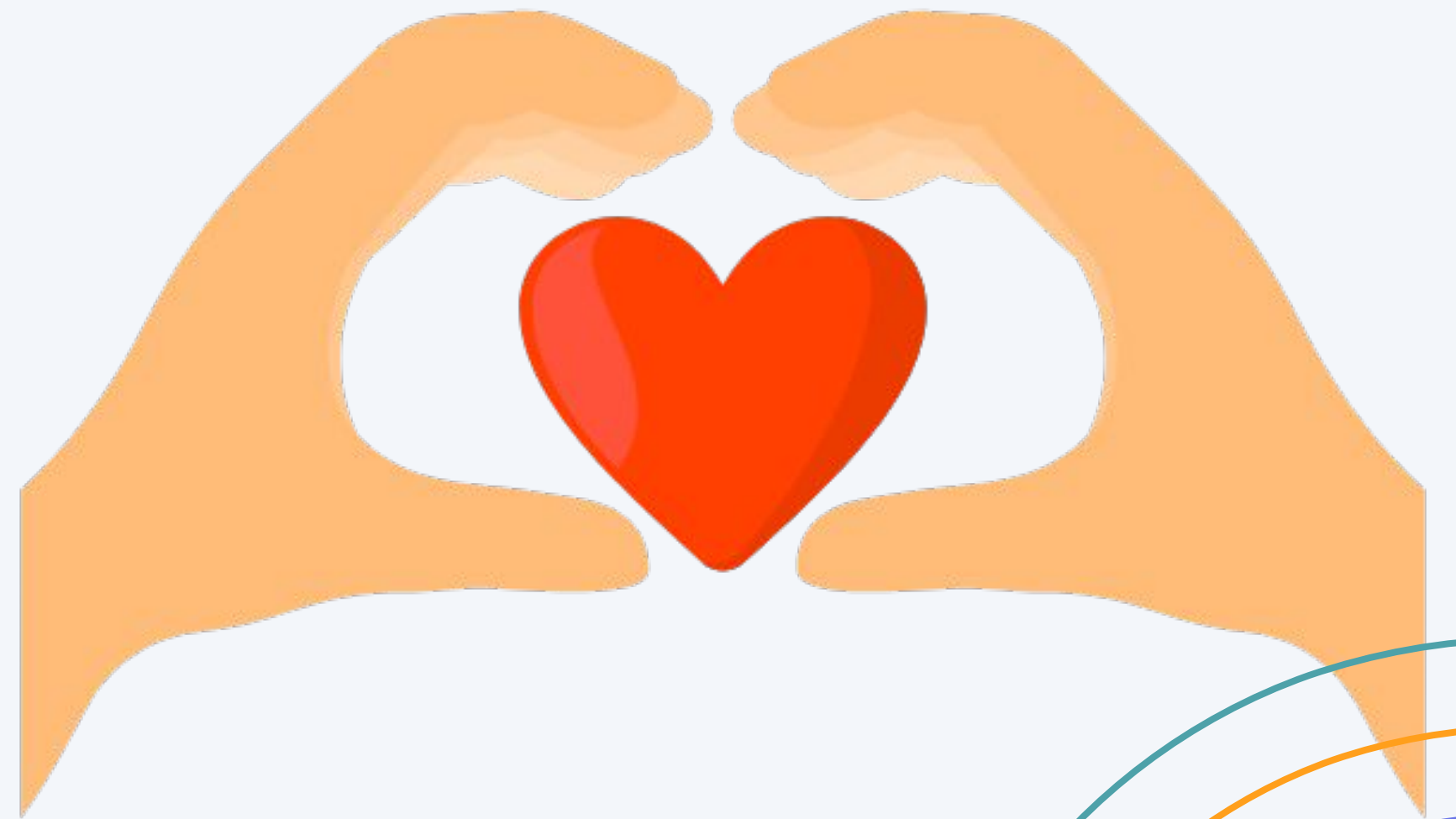
- Mindset that all students are general education first
- Inclusive culture reflected in our words and actions
- Student sense of belonging
- Removing barriers
- Academic Achievement through general education exposure

LRE

- Least Restrictive Environment
 - Compliance
 - LCAP
 - Board Presentation
 - Contract Negotiations
 - Strategic Plan for Inclusion



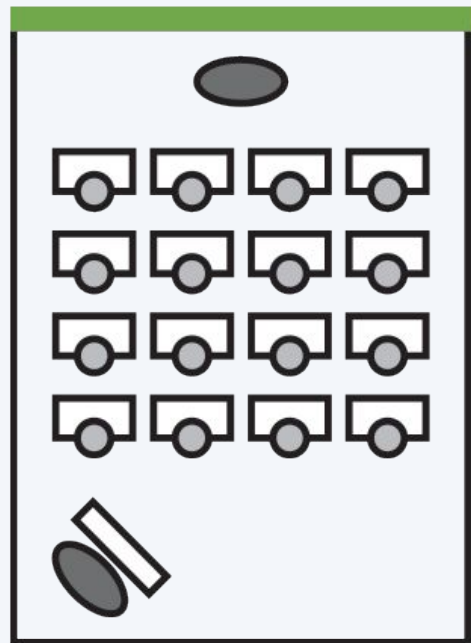
Co-Teaching is a Partnership



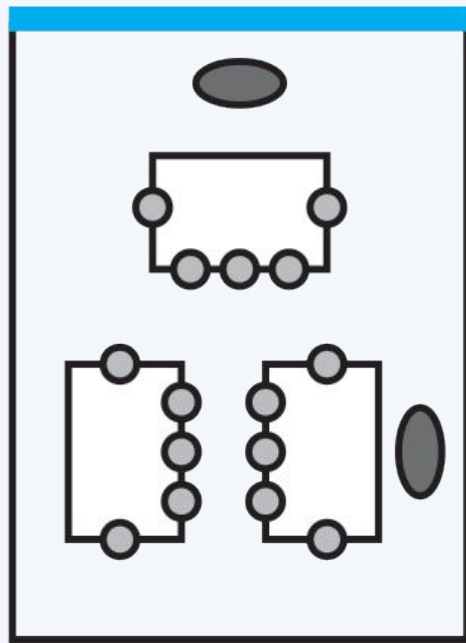
Co-Teaching Benefits in Elementary School

- Fostering an authentic inclusive culture and mindset to ensure that all students feel welcome and have a strong sense of belonging.
- All students provided access to general education curriculum
- Social outcomes for students
- More attention and interaction with teachers
- Reduction of pull-out situations
- Removing barriers to student learning
- Least Restrictive Environment (LRE) Compliance

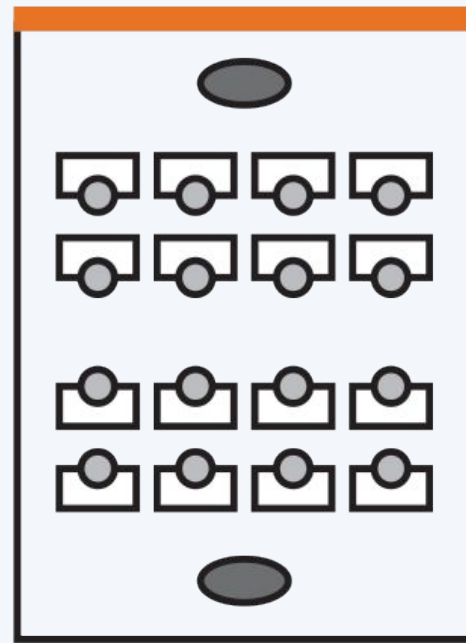
Co-Teaching Models



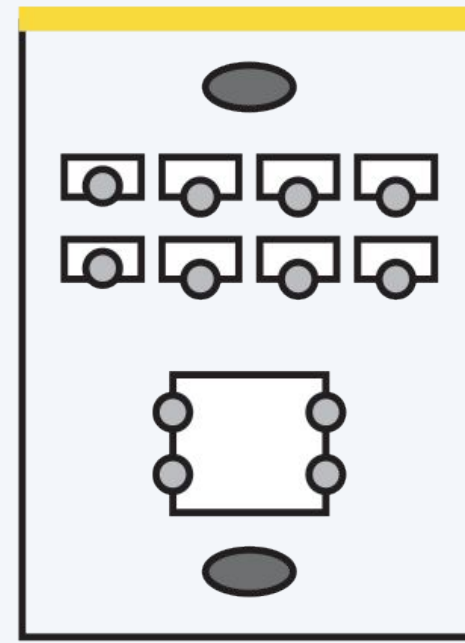
1. One teach,
one observe



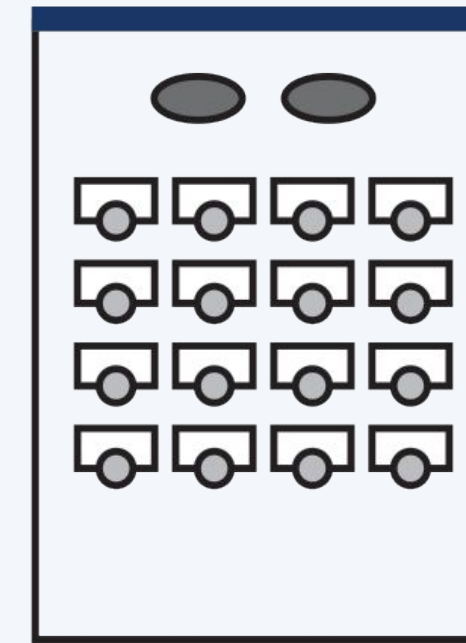
2. Station teaching



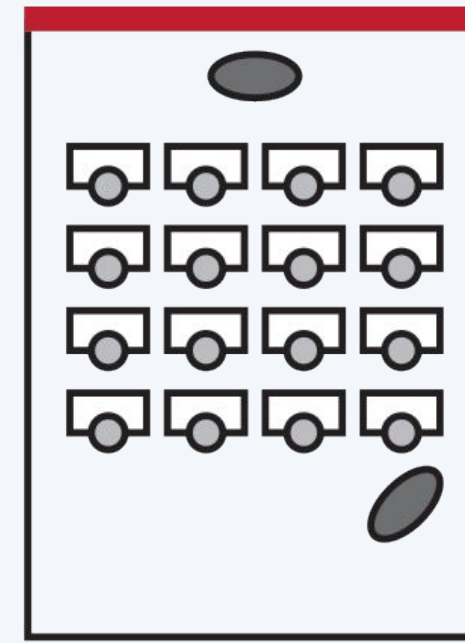
3. Parallel teaching



4. Alternative teaching



5. Teaming



6. One teach,
one assist

Teacher Student Desk/Table

Co-Teaching Models

1

One Teach, One Observe

One teacher instructs while the other observes students to identify issues and assess their performance. This method allows the observing teacher to provide feedback on which content and activities are most effective for students.

2

Station Teaching

Lesson is divided into segments as the teachers each instruct part of the lesson at independent stations or rotate between groups of students. This allows teachers to provide specialized support when delivering content in areas they may have more expertise in, or if their style better fits a certain part of a lesson.

3

Parallel Teaching

Teachers divide the class into two groups and they instruct each group with the same content simultaneously. In this arrangement, the smaller groups allow closer supervision and more opportunities for interaction between the students and teacher.

Co-Teaching Models

4

Alternate Teaching

One teacher handles a larger group, while the other teaches a small group who need specialized attention and additional supports.

5

Team Teaching

Co-teachers share responsibility and deliver instruction at the same time.

6

One Teach, One Assist

While one teacher is instructing the classroom, the second teacher provides additional assistance and support to students as needed.

Co-Teaching at Aspen

Fall 2021

Administrative level meetings to generate the plan and implementation

March 2022

School site staff meetings to explain the plan/ address concerns

May 2022

Family meetings to discuss the changes and present new offers of FAPE.

Fall 2022

Start co-teaching program in kindergarten.

Fall 2023

Expand co-teaching to include first grade.

Fall 2024

Expand co-teaching to include TK and second grade.

Components for Program Development

Hiring and Matching
Co-Teachers

Establishing Site
Level Vision and
Goals

Professional
Development and
Training

Scheduling Planning
Time for Co-Teaching
Teams



Hiring and Matching Co-Teachers



- Identify internal teachers interested in co-teaching
- Recruit and consider internal and external candidates for open co-teaching positions
- Include internal teacher in the interview process for co-teaching partner.
- Consideration of compatibility and expertise when hiring



Professional Development and Training



- Summer Professional Learning focused on Co-Teaching and evidence based instructional models.
- Ongoing support from Inclusion Teacher on Special Assignment (TOSA)
- Met with kindergarten co-teaching team one hour per week during first year of implementation.
- Ongoing scheduled teacher release days for planning and training with other co-teaching teams.



Established Shared Vision and Goals



- Clearly defined vision and goals for program implementation including:
 - Instructional outcomes for students
 - Clearly defined instruction minutes for co-teaching
 - Teacher responsibilities
 - Classroom culture
 - Grading and assessment
 - Indicators of success



Scheduling and Planning Time for Co-Teaching Teams



- TK/Kindergarten early release every day
- Strategic design of elective specialist schedule to provide 2 hours of common planning time each week
- Banked time with early release for an hour of common planning time on Fridays

Outcomes So Far



Student

- Social Opportunities
- Access to Grade Level standards and instruction
- Meaningful engagement with typical peers
- Increased application of UDL

Staff

- Teamwork between partners
- Whole staff collaboration
- Increased cohesion between general education and special education teachers

District

- Shifting to less restrictive model
- Improving LRE numbers
- Improved attendance
- Further promoting inclusion and belonging

Questions?

